

Title III of the GOALS 2000: Educate America Act (CFDA No. 84.276)

I. Legislation

Title III of the Goals 2000: Educate America Act (State and Local Education Systemic Improvement) (U.S.C. 5881 et seq.). This program is authorized through FY 1998.

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1994	\$92,400,000
1995	361,870,000
1996	340,000,000

III. Analysis of Program Performance

A. Goals and Objectives

The purpose of Title III of the Goals 2000: Educate America Act is to help states devise their own strategies for comprehensive reform of elementary and secondary education. The strategies center on the creation and implementation of high standards in the states' core academic subjects to define what all students should know and be able to do at various points along the K-12 school continuum.

B. Strategies to Achieve the Goals

Services Supported

The Goals 2000 initiative provides formula grants to state and local education agencies to support comprehensive systemic reform efforts. In the 1996–97 school year, the grants supported school reform efforts in 49 states, the District of Columbia, Puerto Rico, the outlying areas, and the Bureau of Indian Affairs.

Each participating state is developing comprehensive strategies for helping all students reach challenging academic standards. States may accomplish this goal by upgrading assessments and curriculum to reflect challenging standards; improving the quality of teaching; expanding the use of technology; strengthening accountability for teaching and learning; promoting more flexibility and choice within the public school system; and building strong partnerships among schools and families, employers, and others in the community. Each state is also developing its standards and reforms with broad-based, grass-roots involvement.

Strategic Initiatives

The legislation gives states and local school districts unprecedented flexibility to use Goals 2000 funds for a wide range of activities that fit within their own approaches to helping all students reach challenging academic standards. In addition, the Goals 2000 legislation expands flexibility in other federal education programs by giving states and local school districts the authority to waive many federal rules and regulations if they interfere with state or local education reforms.

C. Program Performance—Indicators of Impact and Effectiveness

The Department has developed a set of performance indicators for five objectives of the Goals 2000 initiative as shown below.

Goals 2000 State and Local Education Systemic Improvement			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	Indicators	Source and Next Update	Strategies
Student outcomes (joint results of all federal programs for elementary and secondary education)			
1. Improve student achievement in core subjects.	Student achievement: 1.1 Between 1990 and 1998, the proportion of students who meet or exceed basic and proficient levels in reading and math on such measures as the National Assessment of Educational Progress will increase by at least ten percentage points. 1.2 For state and local education agencies with assessment systems in place, the percentage of students meeting or exceeding state and/or local performance standards will increase between 1996 and 1998.	1.1 NAEP reading, 1998; NAEP math, 1998 1.2 Longitudinal Evaluation of School Change and Performance, 1996; Federal State Student Outcome Pilot, 1996; data from State and District Assessments, 1997	<ul style="list-style-type: none"> ● Provide assistance at the state and school level for improved school performance and increased family and community engagement in learning through supporting ED service teams, technical assistance centers and state school support teams ● Support interstate working groups to discuss how to improve and measure student achievement and to identify the types of Goal 2000 activities that support gains in student achievement. ● Support the Council of Chief State School Officers to coordinate working groups to identify interim and outcome performance indicators and benchmarks for measuring student achievement.

Goals 2000 State and Local Education Systemic Improvement			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	Indicators	Source and Next Update	Strategies
SEA and LEA implementation			
2. Stimulate and accelerate state and local reform efforts.	2.1 Participation in reform efforts. By 1997, as many as 4,000 school districts will actively participate in standards-based reform stressing challenging standards for all children. By 1999, as many as 8,000 school districts will actively participate in locally-developed reform.	2.1 Goals 2000 annual performance reports, 1997	<ul style="list-style-type: none"> ● Help states, districts and local schools to develop and implement challenging standards for academic content and performance in ways that promote excellence and equity for all students by: <ul style="list-style-type: none"> — providing federal financial support (especially, Goals 2000 grants, Title I, Eisenhower Professional Development, Bilingual Education, Special Education, and Technology grants). — encouraging states to share their model standards.
	2.2 Reading and math standards. By 1998, 100% of the states will have challenging content and performance standards in place for reading and math.	2.2 Review of Goals 2000 state plans and annual performance reports, 1997; Education State Survey of Goals 2000, 1997	
	2.3 Standards for other core subjects. By 1998, increasing percentages of states will have challenging standards in place for other core subjects.	2.3 Review of Goals 2000 state plans and annual performance reports, 1997; Education State Survey of Goals 2000, 1997	<ul style="list-style-type: none"> ● Expand public understanding of the need for challenging academic standards by: disseminating information on standards-based reform through states, national associations, and other ED partners.

Goals 2000 State and Local Education Systemic Improvement			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	Indicators	Source and Next Update	Strategies
	<p>2.4 Aligned assessments. By 1999, 20 states will have assessments aligned to curriculum and content standards for two core subjects; by 2000, all states will.</p> <p>2.5 Goals 2000 as a catalyst. State and local school administrators will identify the Goals 2000 initiative as a factor contributing to effective education reform.</p>	<p>2.4 CPRE, 1998</p> <p>2.5 ED State Implementation Survey, 1997; District Survey, 1997</p>	<ul style="list-style-type: none"> Assist states and school district in developing and implementing valid, reliable, and inclusive assessments that are aligned to challenging standards and are designed to improve student learning: <ul style="list-style-type: none"> through financial support under Goals 2000 and Title I. by encouraging the sharing of effective methodologies.
Parental and community involvement			
3. Promote parental and community involvement in student learning.	<p>Parental understanding of standards</p> <p>3.1 The percentage of parents who understand what their children need to know and be able to do will increase.</p>	<p>3.1 Evaluation of School Parent Compacts, 1997; Barriers to Parent Involvement Study, 1996; CCSSO Report, 1996</p>	<ul style="list-style-type: none"> Increase parents' knowledge of and confidence in child-rearing activities, such as teaching and nurturing their young children through financial and technical assistance to Parental Information Resource Centers.
	<p>3.2 The percentage of parents who know how to help their children succeed in school will increase.</p>	<p>3.2 Evaluation of School Parent Compacts, 1997; Barriers to Parent Involvement Study, 1996; CCSSO Report, 1996</p>	<ul style="list-style-type: none"> Strengthen partnerships between parents and professionals in meeting the educational needs of children aged birth through five years and the working relationship between home and school through financial and technical assistance to Parental Information Resource Centers.

Goals 2000 State and Local Education Systemic Improvement			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	Indicators	Source and Next Update	Strategies
	3.3 Community involvement. The percentage of the public that understands standards-based reform will increase.	3.3 Phi Delta Kappa/ Gallup Poll, 1997; other public opinion polls, 1997	<ul style="list-style-type: none">Disseminate information to the public regarding parental and community involvement through ED service teams, conferences, and ED publications.Build on partnerships with the National Governors' Association, Business Round Table, and other national associations, to expand outreach to parents around challenging standards. Use TV, print, and radio public service announcements.
	3.4 Local opinion of standards. Parents, community members, and business leaders support the need for challenging standards and indicate that the content and performance standards in their community are relevant to what children should know and be able to do.	3.4 Phi Delta Kappa/ Gallup Poll, 1997; other public opinion polls, 1997	
Teachers			
4. Promote excellent teaching that will enable all students to reach challenging state and/or local standards.	4.1 Teachers' knowledge of standards. By 1997-98, surveys report that teachers in states with standards and/or curriculum frameworks understand state and/or local content and performance standards as they apply to the grades and subjects they teach.	4.1 Baseline and Follow-up Survey of Teachers, 1996; Follow-up Longitudinal Evaluation of School Change and Performance, 1997	<ul style="list-style-type: none">Strengthen preservice and professional development efforts of states, schools, colleges, partnerships, and teacher networks by providing:<ul style="list-style-type: none">financial support; andtechnical assistance to states administering Goals 2000 subgrants for teacher preservice and professional development

Goals 2000 State and Local Education Systemic Improvement			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	Indicators	Source and Next Update	Strategies
	4.2 Schools' alignment of key processes. By 1997-98, surveys of principals and teachers in states with standards will indicate that schools have aligned curriculum, instruction, professional development and assessment to meet challenging state or local standards.	4.2 Longitudinal Evaluation of School Change and Performance, 1997; Baseline and Follow-up Survey of Teachers, 1996	<ul style="list-style-type: none"> Support efforts to prepare future teachers to meet high certification and licensing standards by promoting partnerships between school districts and institutions of higher education to prepare new teachers.
	4.3 Professional development. The number of teachers, in states with standards and/or curriculum frameworks, who indicate that they are engaged in professional development that is enabling them to teach to challenging standards will increase annually.	4.3 Baseline and Follow-up Survey of School Principals, 1996; Baseline and Follow-up Survey of Teachers, 1996	<ul style="list-style-type: none"> Encourage states to align certification and licensing requirements for teachers with challenging content standards and best practice by sharing with the field the most promising strategies to upgrade teaching quality through publications, conferences, and monitoring visits. Provide technical assistance to states regarding the integration of federal professional development programs, including Eisenhower Professional Development and the National Science Foundation programs.
Federal administration			
5. Effective federal program management will support state and local reform.	5.1 Satisfaction with Goals 2000 administration. State and/or local education agencies participating in Goals 2000 will be satisfied with its administration on indicators such as application response time, peer review and site visits.	5.1 ED State Implementation Survey, 1997	<ul style="list-style-type: none"> Continue professional development of employees to develop expertise in principles and practices of education reform.

Goals 2000 State and Local Education Systemic Improvement			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	Indicators	Source and Next Update	Strategies
	5.2 Coordinating Across the Department. State and local education agencies will report that the services provided by regional service teams are useful and of high quality.	5.2 District Follow-up Study, 1997	<ul style="list-style-type: none"> ● Across OESE, establish OESE-wide standards for timely completion of site visit reports and for working with states on satisfying conditions set for state plan revisions. ● Work closely with the ED integrated review teams (IRTs) to ensure that program monitoring reflects reform goals. ● Develop a monitoring protocol for the IRTs that provides clear and uniform guidance on the program areas and topics to be covered and ways to be assessed.

Objective 1: Improve student achievement in core subjects.

Information is not yet available, but some evidence predating Goals 2000 shows improvement of student achievement in core subjects. For example, after six years of sustained effort and commitment to high standards in both Maryland and Kentucky, students there are showing achievement gains (V.2).

The state of Maryland has launched a comprehensive reform effort called Schools for Success. The cornerstone of Maryland's reform effort is its accountability system, which establishes high standards for student achievement and related statewide assessments of student progress toward meeting the high standards. In 1995, 52 percent more schools met or approached the standards for satisfactory performance at the 3rd-grade level than did so in 1994, according to state assessments. The number of schools similarly improving has increased by 13 percent at the 5th-grade level and by 32 percent at the 8th-grade level. Students have also made gains: 40 percent of all students statewide met the state standards--a 25 percent gain over 1993 (V.2).

The state of Kentucky has adopted education legislation that focuses on high academic standards for all students. Each strategy is tied to achieving high standards, so that all activities complement and reinforce one another. For example, a curriculum framework provides schools with the tools to develop a curriculum based on the state's high standards, as well as assessments to measure student progress. Kentucky has targeted its Goals 2000 funds toward accelerating local reforms, with a particular emphasis on strengthening parental involvement in schools. Comprehensive reform is beginning to pay off in Kentucky. The state's 4th, 8th, and 12th graders made substantial improvement on the 1993-94 state assessment and continued improvement on the 1994-95 assessment, with the most dramatic gains experienced by 4th-graders. In all grades, the percentage of students performing at the proficient/distinguished level in mathematics, reading, science, and social studies increased over time (V.2).

Both Maryland's and Kentucky's efforts exemplify the extent of activity and long-term commitment to standards that are required to raise student achievement (V.2).

Objective 2: Stimulate and accelerate state and local reform efforts.

According to preliminary findings from a study that surveyed local school districts' efforts to support local implementation of ESEA programs such as Title I and Goals 2000, 90 percent of district respondents said they understood standards-based reform. However, 25 percent of respondents said such reform would take little or no change to implement, suggesting that some districts underestimate the work entailed. Respondents involved in early reform efforts and districts with Goals 2000 subgrants indicated a better understanding of standards-based reform, as well as acknowledging that such reforms require a great deal of change. In addition, this group of districts reported that conducting assessments and linking accountability to student performance require the greatest amount of change (V.3).

Currently, districts in 49 states, the District of Columbia, Puerto Rico, Bureau of Indian Affairs, and all outlying areas received funds in the first year of Goals 2000, primarily for designing and updating their education improvement strategies, such as developing standards and assessments. A recent survey of teachers found that 64 percent reported using student assessments such as portfolios to measure performance against high standards in English/language arts; 38 percent in history/social studies, 51

percent in math, and 42 percent in science (V.4). However, the extent to which these teachers are assessing performance to challenging standards is unknown.

Objective 3: Promote parental and community involvement in student learning.

Goals 2000 encourages schools to reach out to the broader community to get parents, families, businesses, and community members involved in school improvement activities. Some states have been working with religious leaders, business people, civic leaders, families, and community members who traditionally had not been involved in education to help improve student learning (V.2). Preliminary findings from a recent survey found that over 30 percent of school districts need further information and assistance in building partnerships with parents and the community (V.3).

Objective 4: Promote excellent teaching that will enable all students to reach challenging state and/or local standards.

According to a recent survey of public school teachers, 42 percent report they have a very good understanding of the need to establish new higher standards for student achievement; over 50 percent say they understand this somewhat well and 5 percent do not understand this well at all. More than 70 percent of all teachers say they are helping all students achieve to high standards in core subjects (V.4). Approximately 69 percent of teachers say they use curricula aligned with high standards in English/language arts, 59 percent in history/social studies, 67 percent in math, and 66 percent in science. In addition, 75 percent of teachers say they use instructional strategies (e.g., hands-on activities, cooperative learning) aligned with high standards in English, 73 percent in history/social studies, 82 percent in math, and 81 percent in science (V.4).

Preliminary findings from a recent survey of school principals and teachers reveal that 47 percent of schools are, to a moderate extent, implementing professional development to enable staff to teach the content that students are expected to learn and 37 percent of schools are, to a great extent, implementing professional development; however, 41 percent of schools need information regarding professional development (V.5). Although 28 percent of teachers found that the professional development sponsored or supported by their school was useful for helping students achieve to high standards, 45 percent said it was moderately useful, and 22 percent said it was useful to only a small extent (V.4).

Objective 5: Effective federal program management will support State and local reform.

The Department has established a Management Council, composed of leaders and senior advisers throughout the Department to foster interaction and coordination to better serve states, localities, and schools. The collaboration among the council is designed to help the Department better coordinate and integrate the provision of technical assistance, including services provided through its research laboratories and comprehensive technical assistance centers (V.2).

IV. Planned Studies

Crosscutting Baseline Surveys of School Principals and Teachers. These two surveys provide baseline data on principals' and teachers' perceptions of systemic education reform and the extent to which reform activities are being implemented in their schools. Both principals' and teachers' surveys focus on setting high standards for all students and aligning curricula, instruction, textbooks, innovative technologies, and student assessment with these high standards. They also address parent involvement, information needs, and effective sources of information for principals and teachers. The teachers' survey also collects initial data about professional development. The principals' survey specifically addresses changes in Title I since reauthorization. The reports will be available in late 1997.

Crosscutting Study of Local Implementation of Federal Elementary/Secondary Programs. This study is analyzing districts' efforts to support the implementation of ESEA programs—particularly Title I and Goals 2000 within the context of State and local reforms. Particular attention will be paid to program governance, in addition to supports for effective instruction, and family/community partnerships. A final report will be completed in winter/spring 1998.

Crosscutting Study of State Implementation of Federal Elementary/Secondary Programs. This study will provide baseline data regarding the planning process and early implementation of Goals 2000 and ESEA programs, particularly Title I. The evaluation will focus on how the legislative framework and federal resources under Goals 2000 and ESEA are incorporated into the context of state school improvement efforts. Key issues will address state activities including the process of developing State plans, setting standards, and aligning assessments with higher standards in the basics and core subjects. State-level support for school improvement will also be a focus, including the various ways States are providing professional development and technical assistance to districts in planning, performance accountability (including incentives and sanctions), and other supports (such as waivers) to encourage local flexibility and innovation. The report will be completed in late 1997.

V. Sources of Information

1. Program files.
2. Goals 2000: Increasing Student Achievement Through State and Local Initiatives: Report to Congress (Washington, DC: U.S. Department of Education, April 30, 1996).
3. Crosscutting Study of Federal Implementation—Reports on Reform from the Field: District and State Survey Results (Washington, DC: Urban Institute, publication expected in 1997).
4. Crosscutting Baseline Surveys of School Principals and Teachers (Rockville, MD: Westat, Inc., publication expected in 1997).
5. Longitudinal Survey of School Implementation of Reform and Title I (Contract to be awarded, publication expected in 2000).

VI. Contacts for Further Information

Program Operations: Tom Fagan, (202) 401-0039

Program Studies: Martha Chavez, (202) 401-1958